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AUTHOR Lereah, Lucy; And Others
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ABSTRACT

This module lists eight staff development objectives pertaining to various aspects of Greek-American culture. Topics dealt with include Greek emigration and immigration, Greek vocabulary, contributions made by prominent Greek-Americans, Greek family life and the changing role of family members, Greek values, and the growth of Atlanta's Greek community. Activities and materials that might be used in helping staff become more familiar with Greek-American culture through each of the objectives are outlined. The appendix provides sample handouts. Included are a map of Greece, a Greek etymology exercise, a form to be used for listing well-known Greeks, Greek skits, and a Greek nonverbal communication exercise. A narrative for a slide presentation on Greeks in America is also included. (EB)

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greeks in america

STAFF DEVELOPMENT MODULE

Developed by: Lucy Lereah
and Ethnic Heritage Project Staff

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Project Director: Dr. Sidney H. Estes

Project Coordinator: Jeannette B. Moon

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GREEK-AMERICAN STAFF DEVELOPMENT MODULE

RATIONALE

The study of Greek culture provides insight into a people whose past cultural heritage has had tremendous influence on Western thought.

Traditionally, Greek-Americans have melded into American life, contributing to and succeeding in social, economic, and political affairs, yet have retained the uniqueness of their cultural values through loyalty to their church-centered social group. The Greek-American is an excellent illustration of diversity among members of an ethnic group and the experience of an ethnic group interrelated with the rest of United States society.

Objective I:

Given various kinds of maps of Greece, or Europe, and Mideast, participants will hypothesize as to why there was a need for Greek emigration to other countries.

Materials:

Maps of Greece (relief, product, population, climate) or Europe and Mideast. World Atlas is best source of information, see Handout #1 for basic map, page 14.

Greek Slides 1-7, produced by Atlanta Public Schools Ethnic Studies Project

Slide Projector

Greek-American Resource Unit

Atlanta Public Schools Social Science Skills Continuum

Activity I:

Step 1: Divide participants into small groups. Give each group a set of maps. Ask the groups to compare and analyze the maps and formulate generalizations about the life style of the Greek

people. As a second task, ask each group to hypothesize as to why Greeks emigrated to other countries.

Step 2: Once the groups have completed the tasks, have each group report its findings and record them on the chalkboard, overhead projector, or on paper visible to the participants. Give participants the opportunity to discuss their generalizations and hypotheses.

Step 3: Show slides and read narrative for slides 1 through 7. Ask participants if the slides support their hypotheses and generalizations and if any should be changed.

Step 4: Introduce new information concerning the "current problem" in Greece during the last half of the 19th century (see page 15 of resource unit). Again, have participants refine their statements. Ask someone to record all the statements for use later in the workshop.

Step 5: Discuss the significance of using multiple resources. Ask participants where else might they find information to support their statements.

Step 6: Have participants brainstorm various other activities to use with students using the maps, slides, and resource unit.

Step 7: Examine Skills Continuum to identify those essential to Activity I.

Objective II:

After skimming and reading parts of the resource unit, participants will:

a. identify the three major periods of Greek emigration to the U.S.

b. give general characteristics of each period

c. make generalizations about overall Greek emigration

Materials:

Greek-American Resource Unit

Newsprint or large pieces of paper

Cassette recorder

Tape of Greek emigrant, produced by Atlanta Public Schools Ethnic Heritage Project

Greek Slides 19-27, produced by Atlanta Public Schools Ethnic Heritage Project

Activity II:

Step 1: Divide participants into three groups and assign each group one of the following periods of Greek immigration to the United States: 1492 — 1880

1800 — 1880

1880 — present.

From the resource unit, have each group select characteristics and pertinent information concerning its assigned period. Suggest items such as: reasons for immigration, motives for settling in urban areas, and cultural carryover. Have groups record their information on newsprint.

Step 2: When each group has completed the task, tape the three pieces of newsprint side by side in an area that is observable by the entire group. Let a representative from each group report on

its findings. Ask the total group of participants to make general statements about Greek immigration.

Step 3: Show slides 19-27 and read the corresponding narration. Question participants as to whether the new data support or reject their generalizations.

Step 4: Play the tape of the elderly Greek man who migrated to the United States in the early 1900's. Generate a discussion using the following questions:

What circumstances led to his leaving Greece?

How did he feel about leaving his homeland?

What were his earrly experinces and feeling about the United States?

From what you have previously read, how typical is this story?

Step 5: Ask participants to review their generalization and hypothesis from both Activities 1 and 2 and refine them according to new information.

Step 6: Review the process involved in Activity 2, i.e., moving from collecting specific information to making generalizations. Reiterate how multiple sources were used. Generate a discussion on how this process can be used with students.

Objective III:

Given a list of Greek words, participants will identify English words with Greek derivations.

Materials:

Handout #2 entitled "Greek Etymology Exercise" is on page 15.

Activity III:

Step 1: Duplicate enough copies of the handout so that each participant will have one.

Step 2: Distribute the handouts to participants. Tell the participants that the English language contains many words which were derived from the Greek language. For example, the word alphabet was created by Romans using the first two letters of the alphabet — alpha and beta.

Step 3: Have the participants complete the handout. Possible answers are:

man — anthropology; anthropogenesis, anthropoid, anthropomorphism

book — Bible, bibliography, bibliomania, bibliophile, bibliopoly

small — microscope, microcosm, microbe

world — cosmos, cosmology, comogeny

friend — philosophy, philanthopy, philology

Step 4: After discussing possible answers with the group, discuss strategies for classroom use.

How might language arts activities be developed using these Greek words as derivatives of many English words?

Objective IV:

To develop an awareness of the contributions made by Greek-Americans to American society, participants will classify prominent Greek-Americans into designated categories.

Materials:

Index Cards

Handout #3 entitled "Outline for Greek-American Notables" is on page 16.

Greek-American Resource Unit

Activity IV:

Step 1: Duplicate a sufficient number of handouts so that each group has a copy. Select as many names from the list of notables on page 66 of the Greek-American Resource Unit from each category as will fill the blank outline and write these names on index cards. Make as many sets as you have groups.

Step 2: After dividing the participants into small groups, give each group a set of prepared index cards and a handout sheet. Instruct the groups to classify each notable under the category for which he is most famous.

Step 3: Once the groups have completed the task, refer them to page 66 of the resource unit to check their classifications. Encourage discussion concerning each person's specific contribution.

Step 4: Since many students, as well as adults, may be unfamiliar with most of these prominent Greek-Americans, have the participants suggest strategies for introducing and researching the accomplishments of these notables.

Objective V:

Given the statement ". . . the salient cohesive quality about the Greek-American community is its strong sense of family," participants will interpret the statement by giving specific examples about Greek family life.

Materials:

Newspaper

Markers

Greek-American Resource Unit

Activity V:

Step 1: Divide the participants into small groups and distribute several sheets of newsprint and a marker to each group. Copy the statement (in the objective) on the chalkboard. Using the resource unit as a source of information, have the participants interpret the statement in a graphic form as they might explain it to children. They should include the following concepts:

nuclear and extended family

multilinear

koumbari system

Step 2: Have the groups share their interpretations and come to a consensus as to what the statement means.

Step 3: Explain the strategy involved in this activity, i.e., beginning with a general statement and looking for specific information to substantiate it. Encourage discussion as to how this process can be used with students.

Objective VI:

After participating in or viewing two skits, participants will analyze the skits and draw conclusions about the changing roles of family members.

Materials:

Greek Skits #1 and #2 — Handouts #4 and #5 are on pages 17 and 18 Greek-American Resource Unit

Activity VI:

Step 1: Duplicate three copies of skit #1 and four copies of skit #2.

Step 2: Assign parts to various participants and give them a few minutes to read their parts.

Step 3: When the volunteers are ready, have them read the skits to the remaining participants. In discussion after the skits have been read, ask the participants to describe the roles of each family member. Refer them to the section of the resource unit which discusses family life and have them draw conclusions about the changing roles of Greek-American families.

Objective VII:

Given examples of Greek values, participants will cite specific Greek institutions and organizations which reflect and foster these values.

Materials:

Index Cards

Greek-American Resource Unit

Activity VII:

Step 1: Write each of the following values on a separate index card:

belief in equality

respect for each individual

pride in Greek heritage

well-disciplined and well-mannered

ethnic unity

success and independence

Step 2: Divide the participants into five groups and distribute one card to each group. Instruct the groups to skim through the resource unit to find which institutions and organizations reflect and foster that particular value.

Step 3: Let each group share their findings. If the participants have previously studied other ethnic groups, have them draw comparisons of value systems among the various groups.

Step 4: Share with the group the importance of teaching and reinforcing skimming techniques to students, especially when they are looking for specific data to support a concept or generalization.

Objective VIII:

Given information on Greeks in Atlanta, participants will construct a time-line depicting the growth of Atlanta's Greek community.

Materials:

butcher paper

colored markers

tape

Greek-American Resource Unit

Activity VIII:

Step 1: Tape a long piece of butcher paper across an entire wall. At one end write "1890's" and at the other end write "present."

Step 2: Explain to the participants that they are to record on the time-line events that depict the growth, contributions, and accomplishments of Atlanta's Greek community. Refer them to the section of the resource unit entitled "Greeks in Atlanta." Have participants contribute noteworthy items to the time-line as they find them in the resource unit. Suggest that they include items concerning settlement patterns (refer to map on page 50), social and religious organizations, and prominent Greek Atlantans.

Step 3: Once the activity has been completed and discussed for accuracy, encourage the participants to draw parallels or comparisons with the Greek-American experience on a national level.

Step 4: Discuss the use of time-lines as an instructional strategy for organizing events in a chronological pattern that may be helpful to children.

Other Activities:

— Contact the local Greek church and arrange to have someone speak to the group about Atlanta's Greek community or have a group of dancers demonstrate traditional Greek dances.

— Make arrangements for the participants to visit Atlanta's Greek Orthodox Church.

— Greek cuisine is world renown. If possible, arrange for the group to eat at a Greek restaurant or at least sample traditional Greek dishes such as pastitso and moussaka, or desserts like baklava and melomacarona.

— Discuss Nonverbal Communication on pages 60 and 61. Work out role playing situations to utilize them with students. (Nonverbal communication tends to be more emphatic and expressive than verbal.) Complete Handout #6, page 19.

Resources

Adolescent:

Granakoulis, Theodore, The Land and People of Greece. Philadelphia: J. B. Lippincott Company, 1965.

Lyle, Garry and John C. Caldwell, Let's Visit Greece. New York: The John Day Company, 1969.

APPENDIX

Handout No. 1

BULGARIA
YUGOSLAVIA
ALBANIA
Rhodope Massif
Range
THRACE
Vardar Valley
MACEDONIA
Salonika Plains
Salonika (Thessaloniki)
Thasus
Samothrace
Halkidiki Pen.
Mt. Athos
Gulf of Salonika
Potidaea
Lemnos
Troy
Sea of
Mt. Olympus
Vale of Tempe
Mt. Ossa
Pindus Mts.
Thessaly
Kerkyra
Aegean Sea
Northern Sporades
Skyros
Lesbos
ANATOLIA
Thermopylae
Mt. Parnassus
Amphissa
EUBOEA
Chios
Smyrna
Missolonghi
Delphi
Thebes
Boeotia
Aulis
Marathon
Argostoli
Cephalonia
Gulf of Corinth
Megara
Attica
Mt. Pentelicon
Patras
Athens
Ionian Sea
Zante
Corinth
Cleonae
Mycenae
Salamis
Hymettus Mt.
Samos
Ithaca
Aegina
Ellis
Arcadia
Argos
Epidaurus
Tenos
Mykonos
Olympia
Tiryns
Troezen
Paros
Syros
Rhenea
Delos
Hydra
PELOPONNESUS
CYCLADES IS.
Naxos
Southern Sporades
Sparta
Kalamata
Pylos
Laconia
Antiparos
Melos
Cape Matapan
Cythera
Santorin (Thera)
DODECANESE ISLANDS
Sea of Crete
Towns and cities
Ruins
0 25 50 100
Scale of Miles
CRETE
Mediterranean Sea

Handout #2

GREEK ETYMOLOGY EXERCISE

Greek Alphabet			English Sound	Greek Alphabet			English Sound
A	α	alpha	arm	N	ν	nu	now
B	β	beta	but	Ξ	ξ	xi	ax
Γ	γ	gamma	get	O	ο	omicron	for
Δ	δ	delta	do	Π	π	pi	pie
E	ε	epsilon	hrld	P	ρ	rho	ran
Z	ζ	zeta	adize	Σ	σ,ς	sigma	sat
H	η	eta	they	T	τ	tau	tar
Θ	θ	theta	thin	T	υ	upsilon	rude
I	ι	iota	machine	Φ	φ	phi	fill
K	κ	kappa	kite	X	χ	chi	elkhorn
Λ	λ	lambda	lamb	Ψ	ψ	psi	upset
M	μ	mu	man	Ω	ω	omega	hold

Some Common Words in Ancient Greek

GREEK	ENGLISH SPELLING	PRONUNCIATION	MEANING
ἄνθρωπος	anthrōpos	*ahn throh poss*	man
βιβλίον	biblion	*bib lee ohn*	book
γῆ	gē	*gay*	earth
γράμμα	gramma	*grahm mah*	letter
δένδρον	dendron	*den dron*	tree
ἡμέρα	hēmera	*hay meh rah*	day
κόσμος	cosmos	*koze moss*	world
λόγος	logos	*lo goss*	word
μέγας	megas	*meh gahs*	large
μήν	mēn	*mayn*	month
μήτηρ	mētēr	*may tahr*	mother
μικρός	mikros	*mee kross*	small
μόνος	monos	*mo nohs*	single
οἰκία	oikia	*oy kee ah*	house
πατήρ	patēr	*pah tayr*	father
πολύς	polys	*po loos*	many, much
φίλος	philos	*fee loss*	friend

World Book Encyclopaedia – 1975

What English words can you make from these Greek words?

1. man _____
2. book _____
3. small _____
4. world _____
5. friend _____

Handout #3

Greek-American Notables

Government

_____

_____

Business

_____

Performing Arts

_____

_____

_____

_____

_____

_____

Sports

_____

_____

_____

Television

_____

_____

Service

_____

Schools

_____

Writers

_____

_____

Handout #4

GREEK SKIT #1

Setting: family living room
Time: 1926
Characters: Costa (the father)
Niko (the uncle)
Maria (the mother)

+ + + + + + + + + + + + + + + + + +

Niko: Listen, Costa, I want to talk to you about your daughter, Penelope.

Costa: Is anything wrong? What's the matter?

Niko: Nothing is wrong. As a matter of fact, I have some good news.

Costa: What is it?

Niko: Well, you know that Penelope is almost 19 years old and we are going to have to find a husband for her soon, right?

Costa: Well, not right away, I don't think. Depends on what kind of proxinia we can arrange. Do you have anyone in mind.?

Niko: It just so happens that I was talking with Mr. Pappas this morning and he told me that his son, Taki, is returning from a trip to Greece next month. And he was hinting at arranging a marriage between his son and Penelope.

Costa: I know Mr. Pappas to be a hard-working man and an honorable one. Tell me about his son.

Niko: The only thing I now know about him is that he had his own butcher shop, made enough money to return to Greece for two years, and is returning to live here permanently. He has a good reputation and is at a good age to be a good husband for Penelope.

Costa: How old is he?

Niko: About 35.

Costa: Mmmm. I'll tell you what. Why don't we invite Mr. Pappas over for dinner tomorrow night so that we can discuss the possibilities.

Niko: Sounds good to me.

Costa: Maria, prepare an extra plate tomorrow night. We are going to have company.

Maria: Yes, Costa.

The End

Handout #5

GREEK SKIT #2

Setting: family living room
Time: 1976
Characters: Gus (the father)
Penny (the daughter)
Mary (the mother)
Tom (the boy friend)

+ + + + + + + + + + + + + + + + + +

Gus: What time is it, Mary?

Mary: Almost 2 o'clock.

Gus: Why haven't Penny and Tom come in from their date by now?

Mary: The way she has been acting, I think that something special is about to happen. . . . That must be them now.

Penny: Hi, Mom. Hi, Dad.

Gus and Mary: Hi, Honey. Hello, Tom.

Penny: Mom. . . Dad, I have some wonderful news for you. Tom proposed to me tonight, and we are going to get married.

Tom: I know I should have asked for your permission, Mr. Makris, but Penny and I have been dating for over a year now, and I felt that tonight had to be the night.

Penny: Well, aren't you going to say anything?

Gus: I am a bit surprised, but I am very happy for you both. You have my blessings.

Mary: I must admit that I knew something special was happening tonight. Welcome to the family, Tom. Let's call your parents and tell them the good news.

The End

Handout #6

GREEK NONVERBAL COMMUNICATION EXERCISE

Possible answers:

A. "I don't know"
B. Good-bye
C. Praising child
D. Very bad person
E. No
F. Reprimanding child
G. "Come here"
H. "Go away"
I. Gesture of anger
J. Counting
K. "Let's eat"
L. Getting attention (in restaurant)
M. Greeting
N. Yes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

NARRATIVE FOR SLIDE PRESENTATION ON GREEKS IN AMERICA

Slide Number	Narrative
1	The geography of Greece has been a major cause of emigration. Most of the land (about 3/4) is rocky and unproductive.
2	Most of the land is suitable only for unsophisticated family farm and goat herding.
3	However, the 25 per cent that is fertile yields fine but limited harvests of olives,
4	wheat, corn, cotton, and tobacco.
5 6	While the geography of Greece created a serious problem, it also provided a solution — no part of the country is more than 85 miles from the sea.
7	This proximity has bred a seafaring people — world reknown sailors and respected fishermen. These seamen have explored the world – from ancient times through the present. With this exploration has come emigration. The ancient Greeks settled throughout the Mediterranean lands and spread the civilization which became the basis of western civilization.
8	The most influential and greatest of these ancient Greek civilizations was that of the city-state of Athens.
9 10	The most striking landmark of this city is the Parthenon, the ancient temple built atop the Acropolis.
11	Also on the Acropolis is the Temple of the Caryatids, or the Vestal Virgins.
12	During the apex of the Greek civilization, drama was developed into the art form recognized today.
13 14 15 16	Sculpture as a manifestation of the human form was first created.
17	And it was the center of philosophy with men of genius like Socrates, Plato, and Aristotle developing a system of logical thinking that is a basis for our modern philosophies.
18	From that glorious past has emerged the modern nation of Greece. During the last part of the nineteenth century, the Greek emigration to the United States began.

Slide Number	Narrative
19	The major reason for this new emigration was the poor economic conditions of the Greek countryside. Most Greeks who left for America did so with the intention of staying in the U. S. just long enough to make enough money to return to Greece to live a comfortable life.
20 21 22 23	The trip to this country rarely was a pleasant one. Most of the quarters were crowded and the hours filled with little more than opportunities to discuss the possibilities of the future.
24	The most exciting moment of this trans-Atlantic voyage was the moment of sighting the Statue of Liberty.
25	Most of the early Greek emigrants to America were men; therefore, many villages were inhabited mostly by women whose husbands, fathers, boyfriends had gone to America.
26	In America, most early Greeks found jobs in the easiest places. Many bought a pushcart and became street peddlers.
27	From such modest starts came success. Many immigrants become shopowners and businessmen. When they became economically successful, most immigrants decided to remain in this country. To make their lives here as close to what they left in Greece, early Greek immigrants created or imported elements of that society here in the U. S.
28	The most important element in the lives of Greek-Americans is the Greek Orthodox Church. The church buildings they left behind in Greece were modest and simple.
29 30 31 32 33 34	As the Greek community in America progressed and succeeded, the iconography of the churches became more glorious. These slides were taken of the iconography of the Atlanta Cathedral.
35	The most important religious holiday of the Greek Orthodox Church is Easter. On Good Friday a flower-laden representation of Christ's funeral bier is carried in the church during a mourning procession.
36	On Easter, Greek Orthodox Christians go to church to celebrate the Resurrection.
37	A highlight of Easter is the Easter Egg. Painted only red, these eggs represent the tomb of Christ and are broken in a game to show that Christ's tomb has been broken

Slide Number	Narrative
38	and that He has risen.
39	Marriage is an important sacrament in the Greek Church. Stephana (ste'-fa-na) are "crowns" worn by the couple and represent the idea that in a Greek home, the husband is the king and the wife is queen.
40	To insure the fertility of the wife, the couple distributes among their guests favors of Koufeta (Koo-fe'-ta), sugar-covered almonds.
41	Greek weddings in America have incorporated some of the non-Greek customs.
42	But one aspect that is Greek is the reception. It is not unusual for the father of the bride to spend several thousand dollars to marry his daughter off in high style.
43 44 45	Baptism is another important sacrament in Greek Orthodoxy. Those who sponsor the child — called nono (no-no'), the godfather or nona (no-na'), the godmother — consider it a great honor to be asked by the child's parents to be the sponsor.
46	So important is the Church in community affairs that when some organizations inaugurate new officers, the ceremony is conducted within the church and by the priest.
47 48 49	Another element from the old country developed in America is the Greek School. Created to teach Greek reading, writing, and conversation to American-born Greeks, those schools also carry on Greek customs — like celebrating Greek Independence Day, March 25, with old costumes customes, plays, skits, and dances.
50 51	Perhaps the most important part of the Greek community is the family; not just the immediate family, but the extended family. Gathering around the table for robust conversation or dancing Greek folk dances are common experiences in the Greek home.
52	Family gatherings are not limited to the U.S. One reason why ties with Greeks in America and Greeks in Greece are so strong is that American-born Greeks frequently visit the birthplace of their parents, grandparents, and great-grandparents. Family reunions crossing international borders are common.
53	Once in Greece, the opportunity to be like other tourists gives Greek-Americans the chance to enjoy what essentially is their roots. They visit the palace guards called the evzones.
54	Or they can travel to Rhodes, one of Greece's many islands to visit medieval castles.

Slide Number	Narrative
55	Or they can ride the donkeys in the villages.
56	Or visit Pella, the ancient home of Alexander the Great.
57	Or look out over the sea from Lindos, sight of an ancient temple.
58	Or see the ruins that date to the Roman occupations of Greece.
59	Or visit the tomb of Atreus, one of the earliest known rulers of ancient Greece.
60	All of the places can be visited and experienced. Greeks born in America go to Greece to learn more about their heritage. But you don't have to be Greek to visit Greece. When are you going to go?